

Aviation Flight

Aviation Flight, familiarizes students with the Department of Aviation Technology and its curricula; it includes a historic overview of the field of aviation; overview of the current aviation environment; careers and employment opportunities in aviation, including discussions relative to aircraft manufacturing, airline operations, general aviation, air-freight, airport management, government service while preparing new student pilots for the maneuvers that are required to be performed during the Practical Test portion of the Private Check Ride. In addition to these maneuvers, basic aerodynamics, aircraft systems, instrument construction and operation, weight and balance, aviation flight physiology as well as a basic working knowledge of aircraft powerplants and their construction will be covered.

- DOE Code: 5524
- Recommended Grade Level: Grade 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans
- This course is aligned with postsecondary courses for Dual Credit:
 - Vincennes University
 - AFLT 100- Primary Ground School
 - AFLT 110-Ground Instruction on Primary Flight Maneuvers
 - AFLT 160-Powerplant Lecture

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in SkillsUSA, the CTSO for this area.

Content Standards

Domain – Workplace Competency

Core Standard 1- Students apply and adapt aviation processes and procedures to perform effectively in the workplace.

Standards

- AF-1.1 Allocate the appropriate resources for task completion.
- AF-1.2 Demonstrate effective interpersonal skills.
- AF-1.3 Develop leadership skills.
- AF-1.4 Establish positive relationships with people from diverse backgrounds.
- AF-1.5 Research, analyze, and use data for work assignments.
- AF-1.6 Apply effective critical thinking, decision making, and problem-solving techniques.
- AF-1.7 Select and use appropriate tools and technology
- AF-1.8 Implement quality assurance measures and safeguards.
- AF-1.9 Read and interpret written materials.
- AF-1.10 Apply written communication skills.
- AF-1.11 Demonstrate effective listening and speaking skills.
- AF-1.12 Perform appropriate mathematical calculations correctly.
- AF-1.13 Exhibit a responsible work ethic.
- AF-1.14 Demonstrate accepted standards for ethical behavior.

Domain – Career Development

Core Standard 2 Students examine career opportunities in the field of aviation to prepare for future employment or additional training.

Standards

- AF-2.1 Establish a personal career goal and develop objectives for achieving the goal.
- AF -2.2 Evaluate employment and career pathway opportunities related to established career interest(s).
- AF -2.3 Create a continuing education plan that identifies further education and training options
- AF -2.4 Prepare for exams leading to certifications recognized by business and industry
- AF -2.5 Develop skills needed to enter the workforce.
- AF -2.6 Evaluate resources that keep workers current in the career field.
- AF -2.7 Demonstrate skills and attitudes needed for lifelong learning.
- AF -2.8 Apply effective money management strategies.

Domain 3 – Flight

Core Standard 3 –Students demonstrate flight maneuvers and aircraft operations procedures to pass the Practical Test portion of the Private Check Ride.

Standards

- AF-3.1 Perform various flight maneuvers.
- AF -3.2 Apply knowledge of airplanes structures and control surfaces to operations.
- AF -3.3 Examine principles of flight and basic aerodynamics
- AF -3.4 Perform visual scanning and collision avoidance procedures.

- AF -3.5 Define the flight environment.
- AF -3.6 Explain airspeed Indicator and color-coding procedures.
- AF -3.7 Identify V-speeds, definitions and numbers.
- AF -3.8 Apply knowledge of basic aerodynamics to flight procedures.
- AF -3.9 Demonstrate aircraft operation and control procedures.
- AF -3.10 Explain the role of aircraft weight and balance on maneuvers and operations.
- AF -3.11 Examine the impact of flight on physiology.

Domain 4– Aircraft Engines

Core Standard 4 – Students analyze aircraft engine operations to troubleshoot technical problems.

Standards

- AF-4.1 Examine reciprocating engine construction and operating principles.
- AF-4.2 Explore principles of carburetion and fuel Injection.
- AF-4.3 Differentiate between turbocharging and supercharging
- AF-4.4 Explain various engine management controls and gauges.
- AF-4.5 Examine turbine engine construction and operating principle.
- AF-4.6 Explain lubrication systems.
- AF-4.7 Differentiate between Turbojet, TurboFan, and Turboprop engines and configurations.
- AF-4.8 Examine Ignition systems.

Process Standards

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- 11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and

phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.

- 11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

- 11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- 11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 11-12.WT.1 Write arguments focused on *discipline-specific content*.
- 11-12.WT.2 Write informative/explanatory texts, including technical processes.
- 11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- 11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.